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ABSTRACT

A survey was conducted of 473 seniors in 33 secondary schools in Montana to determine how many were planning to continue their education beyond high school. The survey instrument used, a 131-item questionnaire, was a refined version of one developed by the American College Testing Program. Results of the survey, which are provided in 39 tables, showed 19 percent did not plan additional education after graduation. Of the other students, 23 percent were planning to attend a vocational school, and 77 percent planned to attend a college or university. Of those who planned to attend school, 36 percent indicated they would attend 2 years or less and 64 percent indicated they would attend 4 or more years. Appendixes present the Sample Frame Procedure, Letters and Instructions to Principals, the Questionnaire for High School Seniors, Letters to Parents, and a List of High Schools Surveyed. (DB)

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STAFF REPORT NO. 6

EDUCATIONAL PLANS OF MONTANA HIGH SCHOOL SENIORS

Prepared for

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INTRODUCTION

The data used in this study were collected during March and April, 1974 from approximately 600 seniors across the state. The survey instrument, developed by the American College Testing Program, was refined by the staff of the Montana Commission on Post-Secondary Education in conjunction with Dr. Kenneth Tiahrt, Montana State University Statistical Laboratory.

The purpose of this study was to survey students planning to continue their education beyond high school. The research entailed:

1.) the gathering of information on the post-secondary educational programs which presently enrolled high school seniors wish to pursue,

2.) an assessment of the ability of the students' family to meet the costs associated with enrollment, and

3.) an assessment of information available to students on educational and employment opportunities after high school.

The Commission was fortunate to obtain the services of Dr. Kenneth Tiahrt who prepared the statistical data, as well as the statistical analysis of this report and handled the administration of the questionnaire.

We acknowledge Dolores Colburg, Superintendent of Public Instruction, for her assistance in this study. Finally the cooperation of the principals and seniors of the high schools involved* made it possible to collect this information.

*See Appendix E for the list of high schools surveyed.

I. GENERAL CHARACTERISTICS OF SAMPLE

A total of 473 seniors in 33 different secondary schools in the state responded to the questionnaire. Selected demographic characteristics of the respondents are given in the table on the following page.

Some seniors (19%) do not plan on any additional education after graduation. Of those remaining, 23% are presently planning to attend a vocational school and 77% plan to attend a college or university. The students planning additional studies were also separated into two other categories; 36% are planning to attend school (either vocational, college, or university) for two years or less, and 64% are planning on four years or more of post-secondary studies.

Sample Frame

The sample was selected according to standard techniques for stratified sampling. Details of this procedure may be found in Appendix A.

Table 1
DEMOGRAPHIC CHARACTERISTICS

	Total Senior Respondents	No Further Education 19%	Vocational School 23%	College 77%	2 yrs or less of Study 36%	4 yrs or more of Study 64%
% Male	48.7	41.1	56.8	48.6	58.3	46.1
% Female	51.3	58.9	43.2	51.4	41.7	53.9
% Rural*	11.1	11.2	13.6	10.3	14.6	9.1
% From Comm. Under 4000 Population	36.2	43.9	37.5	33.5	35.8	33.6
% From Comm. Over 4000 Population	52.7	44.9	48.9	56.2	49.6	57.3
% Married	1.9	1.1	2.3	2.0	2.9	1.6
% American Indian	2.8	4.5	1.1	2.7	2.2	2.5
% White	94.5	92.1	96.6	94.5	95.7	94.6

Examples of the type of information available from this table.

1) 58.9% of the persons planning no further education are female.
2) 58.3% of the persons planning on only two or fewer years of additional education are male.
3) 52.7% of the respondents were from communities over 4000 population but 57.3% of the persons planning on four or more years of study were from these communities.
4) 2.8% of the respondents were American Indian, but 4.5% of those persons planning no further education were American Indians.

Similar interpretations may be given other data items in this table.

*"Rural" refers to "Farm or open country", which was the wording contained in Item #1 of the questionnaire.

II. STUDENTS NOT PLANNING POST-SECONDARY EDUCATION

Ninety-one students, or 19% of those surveyed, indicated they did not intend to continue their education beyond high school. Various characteristics of these students and their families are presented below. In each table, the actual count report is given (possibly not totaling 91 if data was ommitted). This count of students not planning additional education is also given as a percent of all students (including those who <u>are</u> planning additional education) responding to this question. The interpretive comments in this section are based primarily on the percentage columns in the tables.

Table 2*
Selected Student Chacteristics

Sex	Actual Count	% of Respondents
Male	37	16.1
Female	53	21.9

Table 2a**

Community	Actual Count	% of Respondents
Rural	10	19.2
Under 4000	39	23.2
Over 4000	40	16.3

* This table indicates that a greater proportion of females (21.9%) than males (16.1%) do not seek post-secondary education.

** Of the students surveyed, those from communities under 4000 in size were most likely to stop their education at the high school level.

Table 2b*

Race	Actual Count	% of Respondents
American Indian	4	30.8
White	82	18.5
Other	3	23.0

The following table relating father's occupation indicates that students whose parents are clerical, service, or labor workers are least likely to seek additional education. Proprietors, sales, and professional workers' children have the greatest tendency to plan post-secondary education.

Table 3
Selected Family Characteristics

Father's Occupation	Actual Count	% of Respondents
Agriculture	20	18.9
Clerical	3	37.6
Forestry	4	21.0
Government	4	19.0
Labor	21	26.0
Professional	7	12.7
Proprietors	4	8.5
Sales	2	9.1
Service	4	33.3
Transportation	5	19.2
Other	8	24.2

* Over 30% of the American Indians surveyed indicated they would not continue with any education after high school. It should be noted that only 13 Indians were included in the sample of students surveyed, so information regarding them and other non-white groups (there were also 13 other non-whites surveyed) may not accurately reflect the statewide population of persons in these groups.

Table 3a*

Parental Income	Actual Count	% of Respondents
Under 3000	8	38.1
3000 - 6000	8	23.6
6000 - 9000	13	16.5
9000 - 12000	17	18.3
12000 - 15000	14	18.2
15000 - 20000	16	19.3
over 20000	9	14.3

Table 4**

Dependent Siblings in Post-Secondary Education	Actual Count	% of Respondents
None	63	19.7
1 or more	28	18.3

* The percentages shown in this table clearly indicate that children of lower income families are much less likely to continue education following high school.

** It appears that students from families with other children in advanced education are more likely to also seek additional training.

Grades appear to be related in the traditional manner to plans for further education.

Table 5

High School Grades	Actual Count	% of Respondents
A's	6	7.1
B's	32	14.0
C's	37	27.0
D's & F's	7	58.4

Apparently, having information on advanced education is an important factor in motivating students to continue in school. It is possible that students not intending to continue successfully, avoid receiving this information.

Table 6

Information on Educ. Opportunities is Available	Actual Count	% of Respondents
Yes	73	17.0
No	16	38.1

56.2% of the students planning to work in the Fall do not plan additional education, while the other 43.8% who are planning to work in the Fall expect to seek additional post-secondary education. Other table entries below may be interpreted similarly. For example, 57.2% of the students planning marriage do not expect to continue any education beyond high school.

Table 7

Fall Plans	Actual Count	% of Respondents
Work	59	56.2
Military	11	38.0
Marriage	8	57.2
Travel	7	41.2

The following table indicates that the majority of the students who do not plan to continue their education either sought or were provided with information relating to employment.

Table 8

Information on Jobs is Available	Actual Count	% of Respondents
Yes	59	19.3
No	29	18.5

The reasons for deciding not to continue education beyond high school have been ranked by the percent of students not planning additional education who rated the reasons as being of major importance (see Table 9).

Table 9

Reason	Major Importance	No Importance
Want to start working	45.5%	20.5%
No interest in school	35.2%	28.4%
High school is enough	31.5%	25.8%
Can't afford education	19.3%	53.4%
Will get married	18.2%	67.0%
Joining Armed Forces	11.4%	67.0%
Grades too low	5.7%	65.9%
Help support family	3.4%	77.3%
Friends are not going	2.3%	92.0%

The following table indicates the type of post-secondary education these terminal high school students would choose if they changed their minds and continued their education.

Table 10

Choice of Institution	% of Respondents
2 or 4 yr. in-state college	34.0
Vocational-Tech School	28.6
Other trade or business school	28.6
Out-of-state college	8.8

III. STUDENTS PLANNING POST-SECONDARY EDUCATION

Of the sampled students, 382 or 81%, indicated that they expected to continue with post-secondary education. This group of responses was examined in two ways. They were separated into those planning on attending a university, college, or junior college and those planning vo-tech or trade directed education. Seventy-seven percent of those seeking additional education were college bound and 23% were to attend vo-tech, business, or trade schools.

The 382 students were also separated into two other groups, those planning four or more years of study (63.5%), and those planning two or less years (36.5%). The questionnaire did not allow a choice of three years of study so these persons would be in either the four year or two year category.

Various selected characteristics of these students have been itemized in the tables in the following section. Each of the tables show the actual count of responses, as well as the actual count expressed as a percent of the total number of responses from students planning additional education for the category being considered.

Table 11
SEX

	Total Senior Respondents	College Attendance		Vo-Tech Attendance		Four Years		Two Years	
		Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Male	193	143	74.1%	50	25.9%	112	58.0%	81	42.0%
Female	189	151	79.9%	38	20.1%	131	69.7%	58	30.7%

The percent of women who plan to attend college is greater than the percent of men who plan this sort of advanced education. Also, many more women plan four years than two years of education.

Table 12
COMMUNITY SIZE

		College		Vo-Tech		Four Years		Two Years	
	All Students	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Rural	42	30	71.4%	12	28.6%	22	52.5%	20	47.5%
Under 4000	130	97	74.5%	33	25.4%	81	62.3%	49	37.7%
Over 4000	206	163	79.1%	43	20.9%	138	67.0%	68	33.0%

As community size (perhaps complexity of life) increases, the intent to attend college increases.

Table 13
RACE

	All Students	College		Vo-Tech		Four Years		Two Years	
		Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
American Indian	9	8	88.9%	1	11.1%	6	66.7%	3	33.3%
White	361	276	76.5%	85	23.5%	228	63.2%	133	36.8%
Other	10	8	80.0%	2	20.0%	7	70.0%	3	30.0%

The data for American Indians and for other non-white persons is based on only a small response and may not be truly representative.

Table 14
FATHER'S OCCUPATION

	All Students	College		Vo-Tech		Four Years		Two Years	
		Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Agriculture	86	64	74.5%	22	25.5%	47	54.7%	39	45.3%
Clerical	5	5	100.0%	0	0.0%	4	80.0%	1	20.0%
Natural Res.	15	11	73.3%	4	26.7%	9	60.0%	6	40.0%
Government	27	24	88.9%	3	11.1%	21	77.8%	6	22.2%
Labor	60	40	66.7%	20	33.3%	34	58.4%	26	41.6%
Professional	48	40	83.4%	8	16.6%	39	81.2%	9	18.8%
Proprietors	43	35	81.4%	8	18.6%	23	53.5%	20	46.5%
Sales	20	14	70.0%	6	30.0%	12	60.0%	8	40.0%
Service	8	7	87.5%	1	12.5%	7	87.5%	1	12.5%
Transportation	21	13	61.9%	8	38.1%	12	57.2%	9	42.8%

Transportation, labor, and sales workers' children are those who seem to plan to attend vo-tech schools. Greatest percentages of students planning four or more years of study have fathers that are service, professional, clerical or government workers. Greatest percentages of students planning two or fewer years of study have fathers that are proprietors, agriculture, transportation, labor, sales, or forestry workers. This seems to follow traditional white collar, blue collar lines. The children of blue collar workers tend to plan on less post-secondary education in general than children of white collar workers.

Table 16
PARENTAL INCOME

		College		Vo-Tech		Four Years		Two Years	
	All Students	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
0-3000	13	12	92.3%	1	7.7%	8	61.5%	5	38.5%
3000-6000	26	16	61.5%	10	38.5%	12	46.2%	14	63.8%
6000-7500	26	18	69.2%	8	30.8%	14	53.8%	12	46.2%
7500-9000	40	29	72.5%	11	27.5%	24	60.0%	16	40.0%
9000-12000	76	58	76.3%	18	23.5%	47	61.8%	29	38.2%
12000-15000	63	49	77.8%	14	22.2%	40	63.5%	23	36.5%
15000-20000	67	56	83.6%	11	16.4%	50	74.7%	17	25.3%
Over 20000	54	45	83.4%	9	16.6%	36	66.7%	18	33.3%

This table shows interesting relationships between parental income and student plans for further education. The very low income levels and the higher income levels are the families which generate greater percentages of students intent on four or more years of college education. Greater percentages of students from families with income of 3000-7500 plan on vo-tech education or on two or fewer years of study than those from other income levels.

Table 15
MOTHER'S OCCUPATION

		College		Vo-Tech		Four Years		Two Years	
	All Students	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Agriculture	10	6	60.0%	4	40.0%	5	50.0%	5	50.0%
Clerical	55	36	65.5%	19	34.5%	32	58.2%	23	41.8%
Natural Res.	2	2	100.0%	0	0.0%	1	50.0%	1	50.0%
Government	7	6	85.7%	1	14.3%	5	71.4%	2	28.6%
Labor	6	6	100.0%	0	0.0%	6	100.0%	0	0.0%
Professional	41	34	82.9%	7	17.1%	31	75.6%	10	24.4%
Proprietors	12	11	91.7%	1	8.3%	8	66.7%	4	33.3%
Sales	11	6	54.6%	5	45.4%	5	45.4%	6	54.6%
Service	20	14	70.0%	6	30.0%	13	65.0%	7	35.0%
Transportation	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%

Table 17
OTHER DEPENDENT SIBLINGS
IN POST-SECONDARY EDUCATION

		College		Vo-Tech		Four Years		Two Years	
	All Students	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
None	257	189	73.5%	68	26.5%	152	59.1%	105	40.9%
One or More	125	105	84.0%	20	16.0%	91	72.8%	34	27.2%

Students from families with other children in post-secondary education are more likely to continue beyond high school. They also are more likely to choose college over vo-tech and to plan more years of education.

Table 18
HIGH SCHOOL GRADES

		College		Vo-Tech		Four Years		Two Years	
	All Students	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
A's	78	69	88.5%	9	11.5%	62	79.5%	16	20.5%
B's	197	152	77.2%	45	22.8%	124	62.9%	73	37.1%
C's	95	66	69.5%	29	30.5%	52	54.7%	43	45.3%
D's	5	2	40.0%	3	60.0%	2	40.0%	3	60.0%

Students with lower grades are more likely to plan for vo-tech study and for only one or two years beyond high school, while those with higher grades plan on college study and for four or more years in post-secondary institutions.

Table 19
HIGH SCHOOL PROGRAM

	All Students	College		Vo-Tech		Four Years		Two Years	
		Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
College Prep.	157	139	88.5%	18	11.5%	128	81.5%	29	18.5%
General	114	84	73.7%	30	26.3%	63	55.3%	51	44.7%
Business	29	17	58.6%	12	41.4%	9	31.0%	20	69.0%
Vo-Tech	18	5	27.8%	13	72.2%	5	27.8%	13	72.2%
Agriculture	7	5	71.4%	2	28.6%	2	28.6%	5	71.4%

The orientation of students in a vo-tech program is towards further education of that type, while the other programs seem to be primarily oriented toward further study in college. Only the college prep program students have strong tendency toward four years of post-secondary education. Business, vo-tech and agricultural programs appear to produce students desiring only one or two years of additional training.

Table 20
REASONS FOR CONTINUING EDUCATION

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
Locate a Career	73.2%	73.4%	72.7%	74.8%	70.5%
Improve Income	66.7%	63.1%	78.4%	63.6%	71.9%
Qualify for Career	52.4%	53.4%	48.9%	56.8%	44.6%
Help Own Children	48.6%	48.1%	50.0%	48.3%	48.9%
Find Meaningful Job	47.0%	48.8%	40.9%	52.1%	38.1%
Mind Broadening	46.3%	49.1%	37.5%	50.4%	39.6%
Meet Interesting People	33.1%	34.8%	27.3%	34.7%	30.2%
Parents Encouragement	24.7%	24.2%	26.1%	26.9%	20.9%
Continue in Sports	8.1%	9.2%	4.5%	11.2%	2.9%
Have a Good Time	8.1%	7.8%	9.1%	7.8%	8.6%
Counselor Encouragement	7.3%	6.8%	9.1%	6.6%	8.6%
Friends are Going	2.9%	3.4%	2.3%	2.5%	3.6%
Find a Spouse	2.6%	3.4%	0.0%	3.3%	1.4%
Avoid Work	2.1%	2.7%	0.0%	1.2%	3.6%

The reasons for continuing with post-secondary education have been ranked on the percent of all students rating the reason as being very important. The first and second of these reasons clearly received the rating of very important by a large cross-section of the students planning additional study. A strong motivation oriented toward career preparation and future earning ability is demonstrated. There is a definite dividing line between the 8th and the 9th of these items, and the last six are of importance to only a relatively small percentage of students. It is of interest to note that parental encouragement is a far greater factor than encouragement by high school counselors.

Table 21
ENROLLMENT STATUS

	All Students		College		Vo-Tech		Four Years		Two Years	
		Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Full-Time	324	84.8%	262	80.9%	62	19.1%	229	70.7%	95	29.3%
Part-Time	56	14.7%	30	53.5%	26	46.5%	12	21.4%	44	78.6%

Most students expect to enroll full-time; however, of those who expect to be only part-time, most expect to complete only one or two years.

Table 22
PARENTS WILL CLAIM STUDENT AS TAX EXEMPTION

	All Students	Percent	College Actual Count	College Percent	Vo-Tech Actual Count	Vo-Tech Percent	Four Years Actual Count	Four Years Percent	Two Years Actual Count	Two Years Percent
Yes	305	81.9%	241	79.0%	64	21.0%	199	65.3%	106	34.7%
No	67	18.1%	45	67.2%	22	32.8%	37	55.2%	30	44.8%

Over 80% of all students will be claimed as a dependent by their parents for tax purposes.

Table 23
STUDENTS' HOUSING PLANS

	All Students		College		Vo-Tech		Four Years		Two Years	
		Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Dormitory	207	54.5%	185	89.5%	22	10.5%	165	79.7%	42	20.3%
Off Campus	94	24.7%	49	52.2%	45	47.8%	37	39.4%	57	60.6%
At Home	73	19.2%	53	72.6%	20	27.4%	38	52.0%	35	48.0%
Other	6	1.6%	5	83.4%	1	16.6%	1	16.6%	5	83.4%

Approximately 55% of the students plan on dormitory housing. Of these, nearly 90% will enroll in colleges, and nearly 80% plan on four-year programs.

Approximately one out of five expect to live at nome, and about half of these plan on only one or two years of study.

OCCUPATIONAL CHOICE

Of the 36 students planning agricultural careers 27 - or 75% - are directed toward actual production and the remaining nine are directed toward agri-business (see Table 24 on the following page).

Seventy percent of the clerical workers intend to become secretarial workers.

Twelve of the 13 students in natural resources are directed toward forestry or fish and wildlife.

In the labor category, 50% will seek mechanic training and the other half are construction and building trade oriented.

Proprietors or managers, sales workers, and service workers do not show any particular grouping of interests.

Six of the eight students in the transportation category will seek training for airline employees.

Table 24
FIRST OCCUPATIONAL CHOICE

	All Students	Percent	College		Vo-Tech		Four Years		Two Years	
			Actual Count	Percent	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Agriculture	36	10.4%	24	66.7%	12	33.3%	14	38.9%	22	61.1%
Clerical	30	8.6%	15	50.0%	15	50.0%	2	6.7%	23	93.3%
Natural Res.	13	3.7%	12	92.3%	1	7.7%	10	76.9%	3	23.1%
Government	5	1.4%	4	80.0%	1	20.0%	4	80.0%	1	20.0%
Labor	24	6.9%	11	45.8%	13	54.2%	7	29.2%	17	70.8%
Professional	207	59.7%	175	84.5%	32	15.5%	164	79.2%	43	20.8%
Proprietors	11	3.2%	9	81.8%	2	18.2%	10	90.9%	1	9.1%
Sales	5	1.4%	4	80.0%	1	20.0%	2	40.0%	3	60.0%
Service	8	2.3%	5	62.5%	3	37.5%	2	25.0%	6	75.0%
Transportation	8	2.3%	5	62.5%	3	37.5%	3	37.5%	5	62.7%

Students planning on becoming clerical or labor workers tend to plan on vo-tech schooling while those planning on a career in natural resources or as professional or technical workers primarily plan on college educations. These broad categories of occupational choice are broken down in Appendix E. The "Professional" category is further detailed on the following page.

Table 25
PROFESSIONAL AND TECHNICAL OCCUPATIONS

	Actual Count	Percent
Accounting	14	6.8%
Education	43	20.8%
College	3	7.0%
High School	19	44.2%
Elementary	19	44.2%
Administration	2	4.7%
Fine Arts	36	17.4%
Architecture	4	11.1%
Clergy	2	5.6%
Journalism	2	5.6%
Law	12	33.3%
Music, Art	16	44.4%
Health	39	18.8%
Dentist	5	12.8%
Doctor	7	17.9%
Nurse	15	38.5%
Health Tech.	6	15.4%
Veterinarian	6	15.4%
Science	41	19.8%
Engineering	31	75.6%
Scientist	3	7.3%
Industrial Tech.	7	17.0%
Other	34	16.4%

IN-STATE INSTITUTIONAL CHOICE

The two major universities in the state account for the majority of the students in terms of where high school students wish to go and where they are most likely to go for additional study. (See Tables 26 and 27 on the following pages.) It should not be overlooked, however, that between 15 and 20% of the high school seniors who will attend state supported schools indicate that they will attend one of the other public four-year colleges in the state.

It should be noted that the number of students choosing some individual junior colleges and vo-tech schools is too small to provide good information regarding the role of these schools. This sort of information is available from other sources on overall school enrollment.

Table 26
INSTITUTIONAL CHOICE

	First Choice		Second Choice		Most Likely To Attend	
	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
In-State College	205	54.7%	215	58.3%	224	59.9%
Public 4 years	174	46.4%	173	46.9%	189	50.5%
Private 4 years	19	5.1%	26	7.0%	18	4.8%
Public 2 years	12	3.2%	16	4.3%	17	4.5%
Out-of-State	111	29.6%	99	26.8%	94	25.1%
4 years	62	16.5%	55	14.9%	47	12.6%
2 years	21	5.6%	23	6.2%	20	5.3%
Other	28	7.5%	21	5.7%	27	7.2%
In-State Vo-Tech	59	15.7%	55	14.9%	56	15.0%
Public	36	9.6%	30	8.1%	34	9.1%
Private	23	6.1%	25	6.8%	22	5.9%
Total	375		369		374	

In-state public post-secondary schools will receive between 60 and 65% of those students seeking additional education. Between 25 and 30% of the students expect to receive post-secondary education in out-of-state colleges. The in-state colleges and public vo-tech schools are further detailed on the following page.

Table 27
IN-STATE INSTITUTIONAL CHOICE

	First Choice		Second Choice		Most Likely To Attend	
	Actual Count	Percent	Actual Count	Percent	Actual Count	Percent
Public 4 Year Institutions	174	78.4%	173	79.0%	189	78.8%
University of Montana	48	21.6%	57	26.0%	51	21.3%
Montana State University	91	41.0%	72	32.9%	97	40.4%
Montana College of Mineral Science and Technology	5	2.3%	5	2.3%	6	2.5%
Eastern Montana College	10	4.5%	21	9.6%	13	5.4%
Northern Montana College	12	5.4%	6	2.7%	12	5.0%
Western Montana College	8	3.6%	12	5.5%	10	4.2%
Public 2 Year Institutions	12	5.4%	16	7.3%	17	7.1%
Dawson College	8	3.6%	5	2.3%	10	4.2%
Flathead Valley Community College	1	0.5%	5	2.3%	3	1.3%
Miles Community College	3	1.4%	6	2.7%	4	1.7%
Public Vo-Tech Schools	36	16.2%	30	13.7%	34	14.2%
Billings	7	3.2%	4	1.8%	7	2.9%
Butte	2	0.9%	0	0.0%	2	0.8%
Great Falls	1	0.5%	7	3.2%	1	0.4%
Helena	13	5.9%	4	1.8%	8	3.3%
Missoula	11	5.0%	8	3.7%	12	5.0%
Bozeman	2	0.9%	7	3.2%	4	1.7%
Total	222		219		240	

FACTORS INFLUENCING INSTITUTIONAL CHOICE

Program strength as perceived by high school seniors is by far the major factor which influences their choice of institution for additional studies (see Table 28 on the following page).

Admission requirements receive a higher rating by vo-tech bound students probably because generally their high school grades are lower.

Items that are of major importance to only a few students include size of institution, religious affiliation, the possibility of living at home, sports and plans of their friends.

Table 28
FACTORS INFLUENCING INSTITUTIONAL CHOICE

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
Program Strength	71.9%	70.3%	77.3%	72.4%	71.0%
Facilities	43.0%	40.3%	52.3%	42.8%	43.5%
General Impression	34.6%	36.2%	29.5%	38.7%	27.5%
Cost	34.3%	33.9%	36.8%	31.4%	40.1%
Faculty	32.7%	33.1%	31.8%	32.5%	33.3%
Financial Aid	30.4%	32.1%	25.0%	35.8%	21.0%
Social Climate	26.4%	27.3%	23.9%	28.4%	23.2%
Admission Requirements	26.0%	21.8%	39.8%	21.4%	34.1%
Distance From Home	25.5%	24.6%	28.4%	22.2%	31.2%
Reputation	25.0%	22.3%	34.1%	22.2%	29.7%
Size	12.6%	12.7%	12.5%	13.6%	10.9%
Religious Affiliation	11.3%	12.7%	6.8%	14.4%	5.8%
Live At Home	10.8%	10.9%	10.2%	9.9%	12.3%
Sports	10.5%	12.7%	3.4%	11.6%	8.7%
Friends Plans	7.9%	8.6%	5.7%	7.8%	8.0%

The table has been ranked on the percent of all students rating the item as of major influence.

Table 29
SINGLE MOST IMPORTANT FACTOR

	All Students	
	Actual Count	Percent
Strength of Program	184	42.9%
Cost	43	11.3%
Financial Aid	26	6.8%
General Impression	17	4.5%
Social Climate	12	3.1%
Distance From Home	12	3.1%
Live At Home	11	2.9%
General Reputation	10	2.6%
Sports	10	2.6%
Facilities	9	2.4%
Size	9	2.4%
Religious Affiliation	7	1.8%
Faculty	6	1.6%
Admission Requirements	5	1.3%

This table has been ranked on the number of responses listing a given factor as the single most important factor in choosing an institution for advanced study. The only factor which is meaningful here is that strength of program is ranked as much more important than any others. The remaining factors are so close that they cannot be clearly distinguished except that possibly cost is a second most important single factor. This table does not agree with the preceding one and the only explanation is that the students themselves are inconsistent.

Table 30
WILL YOU WORK WHILE IN COLLEGE

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
Yes	76.9%	75.4%	81.6%	74.7%	80.7%
No	23.1%	24.6%	18.4%	25.3%	19.3%

In this table the responses have been expressed as a percent of all responses for students of the type indicated at the top of the column, i.e., 75.4% of college bound students expect to work, and 81.6% of vo-tech bound students expect to work. This difference is also expressed in the columns labeled as four years or more of study and two years or less of study.

Table 31
HOURS OF WORK EACH WEEK

	All Students	Percent	College Actual Count	College Percent	Vo-Tech Actual Count	Vo-Tech Percent	Four Years Actual Count	Four Years Percent	Two Years Actual Count	Two Years Percent
None	80	20.9%	65	81.3%	15	18.7%	55	68.8%	25	31.2%
1-10	50	13.1%	44	88.0%	6	12.0%	36	72.0%	14	28.0%
11-20	118	30.9%	89	75.4%	29	24.6%	76	64.4%	42	35.6%
21-30	89	23.3%	63	70.1%	26	29.9%	50	56.2%	39	43.8%
Over 30	32	8.4%	22	68.8%	10	31.2%	19	59.4%	13	40.6%

This table indicates that about 21% of the students do not expect to work. Of these, 81.3% will be college students, or looked at differently, 68.8% will be planning on four years of study. It should be noted that very few students expect to work over 30 hours each week, but also that nearly 55% of them expect to work between 11 and 30 hours weekly. Of these 55%, approximately 60% will be on at least four-year programs, and about 40% will be on one or two-year programs.

Table 32
PARENTS' FINANCIAL ASSISTANCE

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
None	19.9%	18.1%	26.2%	19.8%	20.1%
Up to 250	14.0%	12.9%	17.9%	13.1%	15.7%
500	14.8%	14.6%	15.5%	13.5%	17.2%
750	7.5%	7.0%	9.5%	7.2%	8.2%
1000	11.6%	11.5%	11.9%	12.2%	10.4%
1250	8.1%	9.1%	4.8%	9.7%	5.2%
1500	6.2%	5.9%	7.1%	4.6%	9.0%
1750	3.2%	4.2%	0.0%	3.4%	3.0%
2000	3.2%	3.5%	2.4%	3.8%	2.2%
2250	1.9%	2.1%	1.2%	1.7%	2.2%
2500	3.0%	3.8%	0.0%	3.0%	3.0%
Over 2500	5.4%	5.9%	3.6%	6.3%	3.7%

In this table the responses in each column are expressed as a percent of the total responding in that column. Thus, overall 19.9% of students expect no aid from parents. 18.1% of college bound students and 26.2% of vo-tech bound students will receive no aid. Other rows and columns may be interpreted similarly.

Table 33
PERCENT OF STUDENTS EXPECTING FINANCIAL AID FROM GIVEN SOURCE

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
Job	82.7%	82.9%	82.1%	82.7%	82.7%
Savings	73.0%	73.7%	70.6%	75.4%	68.7%
Scholarships	43.7%	48.4%	17.2%	52.1%	28.8%
Loans	39.0%	36.3%	48.1%	37.1%	42.1%
Other	39.0%	38.0%	42.2%	35.5%	45.1%
Social Security	11.0%	11.7%	8.6%	11.6%	9.9%
VA Benefits	8.6%	8.2%	9.9%	9.1%	7.7%
From Spouse	5.1%	5.2%	4.9%	4.4%	6.5%
Welfare	1.7%	1.8%	1.2%	2.2%	0.8%
Percent Who Will Apply For Financial Aid	56.3%	57.9%	55.3%	63.3%	46.7%

The most notable difference shown above is that a much greater percentage of college bound students expect to receive aid from scholarships than do students that are planning on vo-tech education. This is, of course, due to the fact that vo-tech schools do not have scholarship programs. Note however, that a greater percentage of vo-tech students expect to receive loans. The same sort of differences are seen between four-year and two-year students. However, in addition, a much greater percentage (63.3% vs. 46.7%) of the four-year students expect to apply for financial aid. This difference may be partly due to the generally lower high school grades of two-year students.

Table 34
PERCENT OF STUDENTS THAT HAVE RECEIVED INFORMATION ON FINANCIAL AID FROM GIVEN SOURCE

	All Students	College	Vo-Tech	Four Years	Two Years
		Percent	Percent	Percent	Percent
State Scholarship	45.4%	46.3%	42.2%	45.8%	44.7%
College Work Study	44.8%	46.5%	39.0%	45.8%	43.1%
Institutional Financial Aid	43.5%	45.3%	37.3%	46.2%	38.6%
Basic Educational Opportunity Grant	30.2%	28.8%	34.9%	30.9%	28.8%
Federal Insured Student Loan	26.0%	23.2%	35.4%	23.3%	30.8%
National Direct Student Loan	23.2%	22.5%	25.6%	23.7%	22.3%
Supplemental Educational Opportunity Grant	18.6%	17.3%	23.2%	18.2%	19.2%
VA Benefits	15.8%	16.1%	14.5%	13.1%	20.5%
Social Security	14.7%	14.7%	14.6%	11.9%	19.8%
Law Enforcement Loan	10.7%	10.9%	9.8%	10.6%	10.8%
Health Program Loan	10.4%	8.8%	15.9%	11.0%	9.2%

The availability of information regarding financial aid appears to be very similar regardless of type of institution or duration of program. Actually the most important fact is that such small percentages of students had received information on many of these sources of educational funds.

The following is a two-way table which shows the relationship between where students will live and the importance they place on living at home.

Table 35

	Major Importance	Some Importance	No Importance
Dormitory	2.4%	4.9%	92.7%
Off Campus	2.1%	12.8%	85.1%
At Home	47.2%	31.9%	20.8%

The following table shows the percentages of students from the whole sample who will live in a certain place compared to the importance they give living at home.

Table 36

	Major Importance	Some Importance	No Importance
Dormitory	1.3%	2.7%	51.3%
Off Campus	0.5%	3.2%	21.5%
At Home	9.1%	6.2%	4.0%
Total	10.9%	12.1%	76.8%

From this table it may be observed that approximately 11% of the students feel it is of major importance to live at home, and 23% give this factor some degree of importance. However, of this 23%, only 15% (approximately) really expect to live at home while in post-secondary education. Out of a population of 15,000 students, this would mean over 2,000 who would live at home.

Table 37
COMPARISON OF FALL PLANS WITH PARENTAL INCOME

	Work	College	Work & College	Military	Marriage	Travel	Other
Under 7500	25.2%	38.0%	25.2%	4.3%	4.3%	3.2%	0.0%
7500-15000	24.2%	33.8%	24.8%	8.4%	2.1%	4.3%	2.7%
Over 15000	18.7%	54.7%	17.8%	3.4%	2.5%	2.2%	0.6%

This table indicates that the greatest percentage of students who plan to attend college without working are from families with income over 15000 (54.7% compared to 38% or 33.8%). The largest percentage of students who expect to marry are from families with income under 7500. The largest percentages of students who expect to immediately enter the work force come from families with incomes under 15000. Other similar observations can be made.

This table relates family income and amount of post-secondary education a student has planned.

Table 38

	No Education	Two Years Or Less	Four Years Or More
	Percent	Percent	Percent
Under 7500	23.8%	35.7%	40.5%
7500-15000	18.3%	30.3%	51.4%
Over 15000	17.2%	22.8%	60.0%

This table indicates that students from families with income under 7500 are most likely not to seek additional education (approximately 24% vs. 18%). Also, students from lower income levels are less likely than students from higher income levels to plan four years of education, and more likely to plan only two years (scan the last two columns of the table).

The following table relates choice of living facility to the single factor which students feel is most important in choosing a post-secondary educational institution. Data is given in percent.

Table 39
CHOICE OF LIVING FACILITY

	Dormitory	Off Campus	At Home
Friends	0.5%	0.0%	3.1%
Facilities	3.1%	1.2%	3.1%
Religious Affiliation	2.6%	1.2%	1.5%
General Impression	6.7%	3.7%	1.5%
Program Strength	55.0%	48.7%	26.2%
Admission Requirements	1.6%	1.2%	1.5%
General Reputation	3.1%	1.2%	3.1%
Live At Home	0.0%	0.0%	16.9%
Distance From Home	1.6%	2.5%	10.8%
Social Program	3.6%	2.5%	3.1%
Faculty	2.1%	1.2%	1.5%
Financial Aid	8.3%	8.7%	3.1%
Sports	3.6%	2.5%	1.5%
Cost	6.2%	20.0%	21.6%
Size	2.1%	5.0%	1.5%
Total	100.0%	100.0%	100.0%

From this table it is evident that cost is a factor in the student's decision to live off campus or at home. Financial aid is less important to a student living at home. Distance from home is naturally important to students living at home. Strength of program is less important to students living at home than others. This is probably because those planning to live at home have this living aspect as their primary consideration.

APPENDICES

APPENDIX A

SAMPLE FRAME PROCEDURE

SAMPLE FRAME

Four strata (groups) of secondary schools were identified; schools with more than 1000 students, between 400 and 1000 students, between 100 and 400 students and those having fewer than 100 students. The sample size in each strata was chosen to be proportional to the total number of students in all schools in the strata.

In each school sampled, the questionnaires were administered to a random selection of seniors from a class in American History or Government. These classes are not sectioned by ability or program and are required of all seniors.

	No. Schools in Strata	Enrollment in Strata	No. Schools Sampled	No. Schools Responding	No Question-naire Mailed	No Responses Received
Over 1000 enrollment	11	19000	11	11	220	210
400 - 1000 enrollment	19	11000	10	7	150	102
100 - 400 enrollment	77	14000	11	11	165	130
Under 100 enrollment	58	3300	4	4	60	42

Of the three schools not responding, two were willing to cooperate but had lost or misplaced the questionnaires and one refused to take part in the survey.

APPENDIX B

LETTERS AND INSTRUCTIONS TO PRINCIPALS

STATE OF MONTANA

SUPERINTENDENT OF PUBLIC INSTRUCTION

HELENA 59601

DOLORES COLBURG

March 1, 1974

To: Selected High School Principals*

From: Dolores Colburg Dolores Colburg

The Montana Commission on Post-Secondary Education is concerned with the opportunities of Montana residents who wish to pursue post-secondary educational programs. In this connection, the Commission wishes to conduct research on post-secondary student financial aid and other possible barriers to post-high school education in Montana. The staff of the Commission has requested me to seek your cooperation in this research.

An essential element of this research requires: (1) the gathering of information on the post-secondary educational programs which presently-enrolled high school seniors wish to pursue, (2) an assessment of the ability of the student's family to meet the costs associated with enrollment, and (3) an assessment of information available to students on educational and employment opportunities after high school.

The enclosed survey instrument was developed by the American College Testing Program and refined by the staff of the Montana Commission on Post-Secondary Education. It is to be administered to a sample of Montana high school seniors. Your school has been selected for participation in this survey. I encourage you to assist the Commission on Post-Secondary Education by administering this questionnaire to that portion of your senior class indicated on the instructional sheet.

Please assure the students that all their responses will be confidential and stress the importance of providing accurate information. Reliable data gathered as a result of your efforts will be of substantial value to the members of the Commission and to others who are concerned with post-secondary educational program opportunities.

If you have questions, please communicate with Mr. Patrick M. Callan, Staff Director, Commission on Post-Secondary Education, Suite 5, 201 East Sixth Avenue, Helena, Montana 59601.

Enclosures:
Questionnaire
Instruction Sheet
Answer Sheet

*Selected by the Commission

COMMISSION ON POST-SECONDARY EDUCATION
SUITE 5 · 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601
406-449-2727

THOMAS L. JUDGE
GOVERNOR

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JOHN L. MCKEON
ANACONDA
DALE MOORE
MISSOULA
JOHN L. PETERSON
BUTTE
LAWRENCE K. PETTIT
HELENA
GARRY SOUTH
MISSOULA
JOYCE STEFFECK
HELENA
JESSICA P. STICKNEY
MILES CITY
WILLIAM WARFIELD
SOUTH OF LIVINGSTON

Dear Principal:

Attached you will find the necessary instructions for administration of the survey of post-secondary aspirations and expectations mentioned in Mrs. Colburg's letter. Please review the instructions, and if you have any questions concerning the survey, please contact Beth Richter of my staff at the above telephone number.

Your prompt administration of this survey is extremely important to the Commission on Post-Secondary Education as it attempts to examine the opportunities for students wishing to pursue post-secondary educational programs.

We very much appreciate your cooperation and assistance with this project.

Sincerely,

Patrick M. Callan

PATRICK M. CALLAN
Director

STATISTICAL LABORATORY
Department of Mathematics
Montana State University ■ Bozeman, Montana 59715 ■ (406) 994-3601

INSTRUCTIONS TO PRINCIPAL

Please follow the itemized procedure below in administering this survey to a portion of the seniors at your school.

1. Selecting the class:

   Select one senior class in American History and/or Government.

2. Selecting the students:

   Several statistical considerations prevent us from surveying all the seniors in the selected class. Using an alphabetical listing of the students in the class selected above, please select every other student for the survey. (Please take students as they come without attempting to sort them in any way.) If you do not have students selected in this manner go back and select the previously skipped students until you have a total of . (If necessary, use two classes.) (If you have fewer seniors than questionnaires, leave some unused.)

3. Parents letter:

   At least one day prior to the day you administer the survey, each student selected in step 2 should receive a copy of the "Dear Parents" letter. Please encourage the students to read the letter and discuss it with their parents.

4. Administering the Questionnaire:

   a) Distribute one survey questionnaire and one answer sheet to each student.
   b) There is no time limit.
   c) There is no reason for conversation among the survey participants.
   d) Read the instructions at the top of the survey questionnaire to the participants to insure they all understand the method of coding their responses.
   e) Demonstrate the use of the answer sheet and code lists by assisting the group with the first three items.
   f) Have each student return the answer sheet to you when they have completed the survey. (We encourage written comments on the reverse side of the answer sheet but do not wish them to include their names or identification.)

5. Returning answer sheets:

   You may return the answer sheets in the enclosed addressed envelope to Dr. Kenneth Tiahrt at Montana State University as soon as possible. The questionnaires may be destroyed, used, or recycled as you desire.

6. Questions:

   If you have any questions concerning these instructions, please call collect, Dr. Kenneth Tiahrt, Montana State University Statistical Laboratory, (406) 994-3601.

APPENDIX C

COMMISSION ON POST-SECONDARY EDUCATION

SUITE 5 · 201 EAST 6TH AVENUE • HELENA • MONTANA • 59601

406-449-2727

THOMAS L. JUDGE
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HELENA

RAYMON DORE
BOZEMAN

MARY FENTON
GREAT FALLS

PETER GILLIGAN, SR.
GREAT FALLS

RUSSELL B. HART
BILLINGS

JOAN KENNERLY
BROWNING

MARJORIE KING
WINNETT

SHARON LABUDA
HAVRE

WILLIAM MACKAY
ROSCOE

RUSSELL MCDONOUGH
GLENDIVE

JOSEPH MCDOWELL
OVANDO

JOHN L. MCKEON
ANACONDA

DALE MOORE
MISSOULA

JOHN L. PETERSON
BUTTE

LAWRENCE K. PETTIT
HELENA

GARRY SOUTH
MISSOULA

JOYCE STEFFECK
HELENA

JESSICA P. STICKNEY
MILES CITY

WILLIAM WARFIELD
SOUTH OF LIVINGSTON

Dear Parents:

The Commission on Post-Secondary Education is currently involved in a comprehensive examination of post-secondary educational opportunities available to Montana residents. As part of the Commission's study, approximately 600 seniors across the state are being asked to complete a questionnaire about their future plans and their financial abilities to carry out those plans. Your son or daughter has been selected as one of the students to participate in this project.

Since the Commission will use the results of this survey to plan for the needs of all students planning to continue their educations beyond high school, the accuracy of your son's or daughter's responses is extremely important. In order to get the most accurate information possible, we are requesting that you discuss certain financial matters with your son or daughter before he (she) is given the questionnaire to complete.

The financial information covered in the questionnaire concerns, a) whether or not you plan to continue to claim your son or daughter as an income tax deduction if he (she) continues his (her) education beyond high school; b) how much financial help will you be able to give your son or daughter for his (her) first year of post-secondary education; and c) what is your approximate combined income (both father's and mother's). For your information, the exact content of these items from the questionnaire are contained on the attached sheet.

Again, please be assured that the Commission's interest is solely in the accuracy of responses. Your son's or daughter's responses will be entered on an answer sheet exactly like that of the other students participating in the survey. None of the answer sheets will have names, addresses, or any other kind of information which would identify individual students. No attempt will be made to identify individuals. The Commission is interested only in summary totals.

Your cooperation on this project will be appreciated and will do much to enable state government to meet the needs of Montana's young people.

Sincerely,

Patrick M. Callan

PATRICK M. CALLAN
Director

What is the best estimate of your parents' combined income? (Indicate total before taxes)

1) Less than $1500/year (less than $125/month or less than $30/week)
2) $1501-$3000/year (about $126-250/month or about $31-58/week)
3) $3001-$6000/year (about $251-500/month or about $59-115/week)
4) $6001-$7500/year (about $501-625/month or about $116-144/week)
5) $7501-$9000/year (about $626-750/month or about $145-173/week)
6) $9001-$12,000 year (about $751-1000/month or about $174-231/week)
7) $12,001-$15,000/year (about $1001-1250/month or about $232-289/week)
8) $15,001-$20,000/year (about $1251-1667/month or about $290-385/week)
9) Over $20,000/year (over $1667/month or over $385/week)

Will your parents claim you as an income tax exemption during your first year of post-secondary education?

1) Yes
2) No

About how much financial assistance do you expect from your parents during your first year of post-secondary education?

01) None
02) $1-250
03) $251-500
04) $501-750
05) $751-1000
06) $1001-1250
07) $1251-1500
08) $1501-1750
09) $1751-2000
10) $2001-2250
11) $2251-2500
12) Over $2500

APPENDIX D

QUESTIONNAIRE FOR HIGH SCHOOL SENIORS

APPENDIX D

MONTANA COMMISSION ON POST-SECONDARY EDUCATION QUESTIONNAIRE FOR HIGH SCHOOL SENIORS

ANSWER SHEET INSTRUCTIONS

DO NOT INCLUDE YOUR NAME

Responding to the items in this questionnaire is quite simple and will require little time. You will note the possible responses following each item on the questionnaire are numbered. All you need to do is choose the number of the most appropriate response to each item and print the number in the space provided on this answer sheet. As an example of the way to respond to most items, take the first item in Section I of the questionnaire:

1. What is the approximate size of the community in which you live?

If you live in a city or town with a population between 1,000 and 2,999, you should respond by entering the numeral 4 in the space provided on the answer sheet.

1. 4

Other items refer you to code lists which are attached to the questionnaire. For example, take the second item in Section I of the questionnaire:

2. What is the county you live in?

If you live in Beaverhead County, you would refer to the County Code List on page 7 and enter the numeral 1 in the spaces provided on this answer sheet:

2. 1

Make sure your response is legible. If you do not understand an item or how to record your response, ask for assistance. Your cooperation is appreciated. Please begin with Section I.

ANSWER SHEET

SECTION I	SECTION II		SECTION III		
1. _____	26. _____	53. _____	79. _____	106. _____	
2. _____	27. _____	54. _____	80. _____	107. _____	
3. _____	28. _____	55. _____	81. _____	108. _____	
4. _____	29. _____		82. _____	109. _____	
5. _____	30. _____	56. _____	83. _____	110. _____	
6. _____	31. _____	57. _____	84. _____	111. _____	
7.father _____	32. _____	58. _____	85. _____	112. _____	
7.mother _____	33. _____	59. _____	86. _____	113. _____	
8.father _____	34. _____	60. _____	87. _____	114. _____	
8.mother _____	35. _____	61. _____	88. _____	115. _____	
9. _____	36. _____	62. _____	89. _____	116. _____	
10. _____	37. _____	63. _____	90. _____	117. _____	
11. _____	38. _____	64. _____	91. _____	118. _____	
12. _____	39. _____	65. _____	92. _____	119. _____	
13. _____	40. _____	66. _____	93. _____	120. _____	
14. _____	41. _____	67. _____	94. _____	121. _____	
15. _____	42. _____	68. _____	95. _____	122. _____	
16. _____	43. _____	69. _____	96. _____	123. _____	
17. _____	44. _____	70. _____	97. _____	124. _____	
18. _____	45. _____	71. _____	98. _____	125. _____	
19. _____	46. _____	72. _____	99. _____	126. _____	
20. _____	47. _____	73. _____	100. _____	127. _____	
21. _____	48. _____	74. _____	101. _____	128. _____	
22. _____	49. _____	75. _____	102. _____	129. _____	
23. _____	50. _____	76. _____	103. _____	130. _____	
24. _____	51. _____	77. _____	104. _____	131. _____	
25. _____	52. _____	78. _____	105. _____		

MONTANA COMMISSION ON POST-SECONDARY EDUCATION

QUESTIONNAIRE FOR HIGH SCHOOL SENIORS

PURPOSE AND INSTRUCTIONS

The purpose of this study is to collect information on the aspirations and expectations of currently enrolled high school seniors. It is hoped that the results will help colleges, universities, vocational-technical schools, other post-secondary institutions and state agencies to plan and initiate academic, training, and financial aid programs which meet your needs. The information needed can be collected only from students. We will be grateful for your cooperation.

You are not asked to provide your name or other identifying data and your responses will be completely confidential.

Please enter your response to each item by recording the response number in the appropriate space on the answer sheet. Several items require your reference to code lists attached to this questionnaire. If you need help with these items, ask for assistance. Please begin with Section I.

SECTION I

1. What is the approximate size of the community in which you live?
   1) Farm or open country
   Town or city of:
   2) Less than 200 population
   3) 200 - 499 population
   4) 500 - 999 population
   5) 1000 - 1999 population
   6) 2000 - 3999 population
   7) Over 4000 population

2. In what county do you live? (Please refer to the County Code List attached as page 7 to this questionnaire.)

3. I am:
   1) Female
   2) Male

4. Are you married?
   1) Yes
   2) No

5. I am a(n):
   1) American Indian
   2) Black/Afro-American
   3) Oriental American
   4) Spanish American
   5) White/Caucasian
   6) Other

6. What is your parents' marital status?
   1) Married
   2) Divorced
   3) Separated
   4) Mother living, father deceased
   5) Father living, mother deceased
   6) Both deceased

7. Give the actual ages of your parents or guardians (if deceased leave blank).

8. Indicate the occupation of your parents or guardians. (Please refer to the Occupational Code List attached as page 7 to this questionnaire.)

9. What is the best estimate of your parents' combined income? (Indicate total before taxes)

1)	Less than $1,500/year	(less than $125/month	less than $30/week)
2)	$1,501-3,000/year	($126-250/month	$31-58/week)
3)	$3,001-6,000/year	($251-500/month	$59-115/week)
4)	$6,001-7,500/year	($501-625/month	$116-144/week)
5)	$7,501-9,000/year	($626-750/month	$145-173/week)
6)	$9,001-12,000/year	($751-1,000/month	$174-231/week)
7)	$12,001-15,000/year	($1,001-1,250/month	$232-289/week)
8)	$15,001-20,000/year	($1,251-1,667/month	$290-385/week)
9)	Over $20,000/year	(over $1,667/month	over $385/week)

10. How many of your brothers and sisters are financially dependent on your parents?
    0) None
    1) One
    2) Two
    3) Three
    4) Four
    5) Five
    6) Six
    7) Seven
    8) Eight or more

11. How many of your brothers and sisters who are financially dependent on your parents are full-time students in some kind of post-secondary education this year?
    0) None
    1) One
    2) Two
    3) Three
    4) Four
    5) Five or more

12. What is the best description of the program in which you are enrolled in your high school?
    1) College Preparatory
    2) Vocational-Technical
    3) General or Combined
    4) Business or Commercial
    5) Agricultural, Farming
    6) Other
    7) There is no distinction among programs

13. What is the size of your high school graduating class?
    1) 0 - 24
    2) 25 - 49
    3) 50 - 99
    4) 100 - 149
    5) 150 - 249
    6) 250 - 499
    7) 500 or more

14. What is your overall high school average?
1) 90 - 100 (mostly A's)
2) 80 - 89 (mostly B's)
3) 70 - 70 (mostly C's)
4) 60 - 69 (mostly D's)
5) Below 60 (mostly F's)
6) My high school does not provide grade averages
7) I do not know

15. What is your best estimate of your own rank in your high school class
1) Top 25% 2) Second 25% 3) Third 25% 4) Fourth 25%

16. How many individual conferences have you had with your school counselor this year?
0) None
1) 1
2) 2
3) 3 or 4
4) More than 4

17. Is it easy to get in to see a counselor if your want?
1) Yes
2) No

18. Do you have information on further educational opportunities available to you after graduation?
1) Yes
2) No

19. Do you know what steps a person needs to take in order to continue his or her education beyond high school?
1) Yes
2) No

20. Are you able to get information concerning scholarships, grants, loans, etc., with which to continue your education?
1) Yes
2) No

21. Does your school have material available which tells what kind of training is required for a particular job such as auto mechanic, cosmetologist, computer programmer, medical laboratory technician, etc.?
1) Yes
2) No

22. Do you have access to information about job opportunities which may be available to you after graduation?
1) Yes
2) No

23. Do you know how to go about applying for a job?
1) Yes
2) No

24. What are your plans for the fall following completion of high school? (Choose only one)
1) Work
2) School or college (post-secondary education)
3) Military service
4) Marriage (homemaking)
5) Marriage and school
6) Work part-time and school full-time
7) Work full-time and school full-time
8) Work full-time and school part-time
9) Work full-time and school by correspondence
10) Travel
11) Other

25. What is the highest level of formal education you expect to complete beyond high school?
1) I plan no further education beyond high school
2) Less than one year program
3) One year program
4) Two year degree or equivalent
5) Four year degree
6) Master's degree
7) Ph.D. or professional degree

IF YOU ANSWERED QUESTION NO. 25 ABOVE WITH RESPONSE 1, CONTINUE WITH SECTION II.

IF YOU ANSWERED QUESTION NO. 25 ABOVE WITH RESPONSE 2 THROUGH 7, SKIP TO SECTION III (PAGE 4).

SECTION II

Use the responses below to indicate the importance of each of the following items (26-35) as reasons for your decision not to continue your formal education beyond high school:

1) Reason of major importance
2) Reason of some importance
3) Reason of no importance

26. I anticipate joining the armed forces.

27. High school is enough education for what I want to do.

28. I cannot afford to continue my education beyond high school.

29. My grades are not high enough to go to a college or vocational-technical school.

30. I am no longer interested in going to school.

31. I want to start working right away.

32. My friends will not be going to school.

33. I will have to work to help support my family.

34. I plan to get married.

35. I may change my mind and enroll in a college or vocational-technical school later on.

36. What occupation are you most likely to enter after completing your high school education? (Please refer to the Occupational Code List attached as page 7 to this questionnaire.)

37. If, for any reason, you changed your mind and decided to continue your education beyond high school, which educational institution would you be most likely to attend? (Please refer to the Institution Code List attached as page 8 to this questionnaire.)

Estimate the cost of items 38 - 44 during the first year at the institution selected in response to item 37. Use the responses below to estimate the cost of each item (38 - 44).

1) No cost
2) $1 - 49
3) $50 - 99
4) $100 - 199
5) $200 - 200
6) $300 - 399
7) $400 - 499
8) $500 - 749
9) $750 - 999
10) $1,000 - 1,249
11) $1,250 - 1,499
12) $1,500 - 1,999
13) $2,000 - 2,499
14) $2,500 - 2,999
15) $3,000 - 3,499
16) $3,500 or more

38. Tuition and fees

39. Books and supplies

40. Food and housing

41. Medical expenses

42. Travel or transportation

43. Clothing

44. Other personal expenses (miscellaneous entertainment, etc.)

There are a variety of financial aid programs in existence to help students finance their education beyond high school. Use the responses below to indicate if you have ever received information about each program listed (Items 45-55).

1) Yes
2) No

45. Basic Educational Opportunity Grant (BEOG)

46. College Work Study Program (CWS)

47. National Direct Student Loan Program (NDSL)

48. Supplemental Educational Opportunity Grants Program

49. A scholarship program within your state (government or private) which provides student assistance

50. Federally Insured Student Loan Program (FISL)

51. Nursing or health professions scholarship or loans

52. Law Enforcement Education Program

53. Social Security for post-secondary education

54. Veterans Administration (VA) Benefits for post-secondary education

55. Individual institutional financial aid programs

IF YOU DO NOT PLAN TO CONTINUE YOUR EDUCATION BEYOND HIGH SCHOOL, YOU ARE NOT REQUIRED TO COMPLETE SECTION III. THANK YOU FOR YOUR ASSISTANCE.

SECTION III

Use the following responses to indicate the importance of each of the reasons (Items 56-69) for your decision to continue your formal education beyond high school:

1) Very important
2) Somewhat important
3) Not very important
4) Not important

56. Continuing my education will help me to meet and converse with interesting people.

57. Continuing my education will help me to find a husband or wife.

58. My parents encouraged me to continue my education.

59. Continuing my education will give me the opportunity to have a good time.

60. My high school counselor encouraged me to continue my education.

61. Continuing my education is a way to avoid going to work immediately out of high school.

62. Continuing my education will help me locate a suitable career.

63. Continuing my education will help me to earn a good income.

64. Continuing my education will help me to guide and educate my own children.

65. Continuing my education will help me to become more broadminded, concerned about others and more tolerant.

66. Continuing my education will allow me to continue to participate in sports.

67. My friends are continuing their education.

68. A high school diploma does not qualify me for my chosen career.

69. I cannot find a meaningful job with only a high school education.

70. I would like to attend a post-secondary school or college with a full-time undergraduate enrollment of:

1) Under 1,000 students
2) 1,000 - 5,000 students
3) 5,000 - 10,000 students
4) 10,000 - 20,000 students
5) Over 20,000 students

71. How soon after high school do you plan to enter the post-secondary school or college of your choice?

1) Immediately after high school
2) I plan to work or travel in the summer and enroll in the fall.
3) I plan to work or travel for about six months and then go to school.
4) I plan to work or travel for about a year and then go to school.
5) Other

72. Do you plan to enroll as a:

1) Full-time student
2) Part-time student

73. You will attend classes primarily during the:

1) Daytime
2) Evening

74. Will your parents claim you as an income tax exemption during your first year of post-secondary education?

1) Yes
2) No

75. Where do you expect to live during your first year of post-secondary education?

1) Dormitory
2) Married student housing
3) Off-campus room or apartment
4) At home with family or relative
5) Fraternity or sorority

76. What occupation are you most likely to enter after completing your formal education - AS YOUR FIRST CHOICE. (Please refer to the Occupational Code List attached as page 7 to this questionnaire.)

77. What occupation are you most likely to enter after completing your formal education - AS YOUR SECOND CHOICE. (Please refer to the Occupational Code List attached as page 7 to this questionnaire.)

78. Which of the following is the type of post-secondary institution you would like to attend?

1) Public college or university (4-year)
2) Private college or university (4-year)
3) Public community or junior college (2-year)
4) Private junior college (2-year)
5) Public vocational-technical school
6) Private vocational, trade or technical school
7) School of nursing
8) Other

79. Indicate the code of the school, college or university that you would prefer to attend AS YOUR FIRST CHOICE. (Please refer to the Institution Code List attached as page 8 of this questionnaire.)

80. Indicate the code of the school, college or university that you would prefer to attend AS YOUR SECOND CHOICE. (Please refer to the Institution Code List attached as page 8 of this questionnaire.)

81. Indicate the code of the school, college or university that you are most likely to attend. (Please refer to the Institution Code List attached as page 8 of this questionnaire.)

The next 15 items are factors which may have influenced your choice of a post-secondary school, college or university. Use the following responses to indicate their importance to you:

1) Factor of major importance
2) Factor of some importance
3) Factor of no importance

82. Size of institution (number of students)

83. Inexpensive

84. Athletic program

85. Offer of scholarship or other financial aid

86. Reputation of faculty

87. Social climate and activities program

88. Distance from my home town

89. Close enough so that I can continue to live with my parents

90. General reputation or prestige

91. Admissions requirements

92. Strength of program in which I am interested

93. General impression of campus and students

94. Religious affiliation

95. Facilities available

96. Friends were to attend here

97. From the preceding 15 items (numbers 82-96) select the one MOST IMPORTANT factor in making your choice of a post-secondary institution.

98. Indicate the maximum tuition and fees you would expect to pay annually at the post-secondary school or college you are most likely to attend. (Do not include food or housing.)

1) Under $500
2) Under $1,000
3) Under $1,500
4) Under $3,000
5) Under $2,500
6) Under $3,000
7) Under $3,500
8) Under $4,000

99. How many of your brothers and sisters who are dependent on your parents or guardians for financial support will be full-time students at a post-secondary school or college during your first year of post-secondary education?

0) None
1) One
2) Two
3) Three
4) Four
5) Five or more

100. Do you expect to work while in college?

1) Yes
2) No

101. If you are going to work while in college, about how many hours per week do you plan to work?

1) None
2) 1 - 10
3) 11 - 20
4) 21 - 30
5) 31 or more

102. About how much financial assistance do you expect from your parents during your first year of post-secondary education?

1) None
2) $1 - 250
3) $251 - 500
4) $501 - 750
5) $751 - 1,000
6) $1,001 - 1,250
7) $1,251 - 1,500
8) $1,501 - 1,750
9) $1,751 - 2,000
10) $2,001 - 2,250
11) $2,251 - 2,500
12) Over $2,500

103. Do you contribute money to your parents to help them pay bills or provide for your brothers and sisters?

1) No
Yes, how much per month?
2) $1 - 20
3) $21 - 40
4) $41 - 60
5) $61 - 80
6) $81 - 100
7) Over $100

About how much do you expect to receive from each of the sources indicated in items 104 to 112 to help finance your first year of post-secondary education? Use the responses below to answer each question.

1) None
2) $1 - 100
3) $101 - 200
4) $201 - 300
5) $301 - 400
6) $401 - 500
7) $501 - 600
8) $601 - 700
9) $701 - 800
10) $801 - 900
11) $901 - 1,000
12) Over $1,000

104. Scholarships, Grants (from state, federal, or local government)

105. Loans

106. Job (your employment)

107. Your savings

108. Veterans Administration (VA) Benefits

109. Social Security

110. Welfare

111. Income from spouse (if married)

112. Other (gifts, etc.)

113. Do you expect to apply for financial aid to help meet your college expenses?
1) Yes
2) No

Estimate the cost of items 114 to 120 during your first year of post-secondary education at the school, college or university you will most likely attend. Use the responses below to estimate the cost of each item.

1) No cost
2) $1 - 49
3) $50 - 99
4) $100 - 199
5) $200 - 299
6) $300 - 399
7) $400 - 499
8) $500 - 599
9) $750 - 999
10) $1,000 - 1,249
11) $1,250 - 1,499
12) $1,500 - 1,999
13) $2,000 - 2,499
14) $2,500 - 2,999
15) $3,000 - 3,499
16) $3,500 or more

114. Tuition and fees

115. Books and supplies

116. Food and housing

117. Medical expenses

118. Transportation and travel

119. Clothing

120. Other personal expenses (miscellaneous, entertainment, etc.)

There are a variety of financial aid programs in existence to help students finance their education beyond high school. Use the responses below to indicate it you have ever received information about each program listed (121 to 131).

1) Yes
2) No

121. Basic Educational Opportunity Grant (BEOG)

122. College Work Study Program (CWS)

123. National Direct Student Loan Program (NDSL)

124. Supplemental Educational Opportunity Grants Program

125. A scholarship program within your state (government or private) which provides student assistance.

126. Federally Insured Student Loan Program (FISL)

127. Nursing or health professions scholarship or loan

128. Law Enforcement Education Program

129. Social Security for post-secondary education

130. Veterans Administration (VA) Benefits for post-secondary education

131. Individual institutional financial aid programs

Please put any written comments on the back of the answer sheet.

COUNTY CODE LIST

(for question 2)

1) Beaverhead
2) Big Horn
3) Blaine
4) Broadwater
5) Carbon
6) Carter
7) Cascade
8) Chouteau
9) Custer
10) Daniels
11) Dawson
12) Deer Lodge
13) Fallon
14) Fergus
15) Flathead
16) Gallatin
17) Garfield
18) Glacier
19) Golden Valley
20) Granite
21) Hill
22) Jefferson
23) Judith Basin
24) Lake
25) Lewis & Clark
26) Liberty
27) Lincoln
28) Madison
29) McCone
30) Meagher
31) Mineral
32) Missoula
33) Musselshell
34) Park
35) Petroleum
36) Phillips
37) Pondera
38) Powder River
39) Powell
40) Prairie
41) Ravalli
42) Richland
43) Roosevelt
44) Rosebud
45) Sanders
46) Sheridan
47) Silver Bow
48) Stillwater
49) Sweet Grass
50) Teton
51) Toole
52) Treasure
53) Valley
54) Wheatland
55) Wibaux
56) Yellowstone

OCCUPATIONAL CODE LIST

(for questions 8, 36, 76 and 77)

AGRICULTURE

1) Farm or Ranch Owner
2) Feed Mill or Grain Warehouse
3) Dairy
4) Meat Packing
5) Feed Store
6) Fertilizer Plant
7) Farm Implements
8) Nursery
9) Landscaping
10) Farm or Ranch Worker
11) Other Agriculture

CLERICAL

12) Bookkeeper
13) Typist, Secretary
14) Postal or Bank Worker
15) Other Clerical Worker

FORESTRY & NATURAL RESOURCES

16) Sawmill
17) Wood Products Plant
18) Lumberjack
19) Fish and Wildlife
20) Forest Service
21) Other

GOVERNMENT

22) State Employment
23) Federal Employment
24) Politics
25) Other Government Work

LABOR

26) Craftsman
27) Electrician
28) Foreman
29) Machinist
30) Mechanic
31) Construction
32) Laundry and Dry Cleaning
33) Mine Worker
34) Factory Worker
35) Other Labor

PROFESSIONAL/TECHNICAL

36) Accountant
37) Architect
38) Author
39) Clergyman
40) College Professor
41) College Administrator
42) Dentist
43) Doctor
44) Draftsman
45) Engineer
46) Journalist
47) Lawyer
48) Musician, Artist
49) Nurse
50) Pharmacist
51) School Administrator (elementary/secondary)
52) Scientist
53) Teacher (elementary)
54) Teacher (secondary)
55) Technician (health fields)
56) Technician (industrial)
57) Veterinarian
58) Other Professional
59) Other Technical

PROPRIETORS, MANAGERS

60) Business Owner
61) Business Manager (salaried)
62) Other Salaried Manager

SALES WORKERS

63) Insurance
64) Real Estate
65) Retail Sales
66) Wholesale Sales
67) Other Sales Work

SERVICE WORKERS

68) Barber
69) Cosmetologist
70) Cook
71) Fireman
72) Policeman
73) Janitor
74) Waiter
75) Bartender
76) Other Service Worker

TRANSPORTATION

77) Airlines
78) Railroads
79) Driver (truck)
80) Driver (taxi, etc.)
81) Other Transportation Worker

OTHER

82) Not Elsewhere Specified on this list

INSTITUTION CODE LIST

(for questions 37, 39, 80 and 81)

COLLEGES AND UNIVERSITIES

1) University of Montana
2) Montana State University
3) Montana College of Mineral Science & Technology
4) Eastern Montana College
5) Northern Montana College
6) Western Montana College
7) Carroll College
8) College of Great Falls
9) Rocky Mountain College
10) Dawson College
11) Flathead Valley Community College
12) Miles Community College

I plan to attend a four-year college in:

13) Colorado
14) Idaho
15) North Dakota
16) South Dakota
17) Utah
18) Washington State
19) Other

I plan to attend a two-year college in:

20) Colorado
21) Idaho
22) North Dakota
23) South Dakota
24) Utah
25) Washington State
26) Other

VOCATIONAL-TECHNICAL SCHOOLS

27) Billings Vo-Tech Center
28) Butte Vo-Tech Center
29) Great Falls Vo-Tech Center
30) Helena Vo-Tech Center
31) Missoula Vo-Tech Center
32) Bozeman Vo-Tech School
33) I plan to attend a vocational-technical school outside Montana.

BUSINESS COLLEGES AND OTHER TRADE/ TECHNICAL SCHOOLS

34) Western College of Auctioneering
35) Billings Automotive Training Center
36) Montana Auto College, Great Falls
37) Montana Institute of the Bible
38) Billings Business College
39) Butte Business College

BUSINESS COLLEGES AND OTHER TRADE/ TECHNICAL SCHOOLS (Cont'd)

40) Great Falls Commercial College
41) Modern Business College, Missoula
42) Acme Beauty College, Billings
43) Beauty College of Montana, Great Falls
44) Butte Academy of Beauty Culture
45) C & C Beauty College, Kalispell
46) College of Beauty Careers, Anaconda
47) College of Coiffure Art, Billings
48) Dahl's College of Beauty, Great Falls
49) Hollywood Beauty College, Inc., Billings
50) Maddio's Capitol City Beauty College
51) Miles City College of Beauty
52) Modern Beauty School, Missoula
53) Bozeman Beauty College
54) Mr. Rich's Beauty College, Missoula
55) H & R Block Income Tax Preparation, Helena
56) H & R Block Income Tax Preparation, Missoula
57) H & R Block Income Tax Preparation, Kalispell
58) H & R Block Income Tax Preparation, Billings
59) St. Patrick School of Nursing, Missoula
60) Outfitters & Guides School, Hamilton
61) School of Medical Technology, Deaconess Hospital, Great Falls
62) School of Medical Technology, Columbus Hospital, Great Falls
63) School of Radiologic Technology, Columbus Hospital, Great Falls
64) School of Radiologic Technology, Deaconess Hospital, Billings
65) School of Radiologic Technology, Deaconess Hospital, Great Falls
66) School of Radiologic Technology, St. Patrick Hospital, Missoula
67) School of Radiologic Technology, St. Vincent's Hospital, Billings
68) Montana Real Estate Institute, Helena
69) Holman Aviation, Great Falls
70) Northern Aviation, Great Falls
71) Skymart Aviation, Great Falls
72) Morrison Flying Service, Helena
73) Butte Aero
74) I plan to attend a Business College or Trade/ Technical School outside Montana
75) I plan to attend a Barber School outside Montana
76) I plan to attend a Funeral Directing and Embalming School outside Montana
77) I plan to attend a Data Processing School outside Montana
78) I plan to attend a Bible College or Theological School outside Montana
79) I plan to attend a Hospital School of Nursing outside Montana

APPENDIX E

LIST OF HIGH SCHOOLS SURVEYED

HIGH SCHOOL SENIORS SURVEY

Size of Sample	Name of School	Number of Students	Number of Seniors
20	Great Falls High School Great Falls	2127	618
20	C.M.Russell High School Great Falls	2210	629
20	Flathead High School Kalispell	1506	450
20	Bozeman High School Bozeman	1068	348
20	Havre High School Havre	1164	288
20	Helena Senior High School Helena	1292	640
20	Hellgate High School Missoula	1932	405
20	Sentinel High School Missoula	1988	431
20	Butte High School Butte	1975	558
20	Billings Senior High School Billings	2306	665
20	Billings West High School Billings	2291	748
15	Beaverhead County High School Dillon	568	125
15	Custer County High School Miles City	637	184
15	Fergus High School Lewistown	662	159
15	Browning High School Browning	330	103
15	Libby High School Libby	685	205
15	Hamilton High School Hamilton	498	127

Size of Sample	Name of School	Number of Students	Number of Seniors
15	Glendive High School Glendive	928	
15	Sidney High School Sidney	441	147
15	Shelby High School Shelby	402	111
15	Glasgow High School Glasgow	472	147
15	Lodge Grass High School Lodge Grass	163	133
15	Bridger High School Bridger	113	33
15	Carter County High School Ekalaka	104	29
15	Sacred Heart High School (Private) Miles City	203	50
15	Scobey High School Scobey	196	35
15	Manhattan Christian High School Manhattan	124	30
15	Garfield County High School Jordan	145	26
15	White Sulphur Springs High School White Sulphur Springs	142	34
15	Thompson Falls High School Thompson Falls	195	37
15	Sweet Grass County High School Big Timber	217	55
15	Choteau High School Choteau	235	57
10	Geraldine High School Geraldine	90	28
15	West Yellowstone High School West Yellowstone	64	15
13	Ryegate High School Ryegate	41	13
14	Saco High School Saco	66	14

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